DOCUMENT RESUME

ED 121 664 SO 009 037

AUTHOR Wise, John H., Comp.
TITLE Geography in Education: A Bibliography. Bulletin 17.
INSTITUTION Canadian Association of Geographers, Montreal (Quebec).
PUB DATE 28 Aug 74
NOTE 18p.; Prepared by the Education Committee
AVAILABLE FROM Canadian Association of Geographers, Burnside Hall, McGill University, P.O. Box 6070, Montreal H3C 3G1, Quebec ($0.50)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Bibliographies; Comparative Education; *Geography; *Geography Instruction; Secondary Education; Social Studies; Teaching Techniques

ABSTRACT

This selective bibliography provides a listing of 202 English-language books and articles dealing with geography in education. The bibliography is divided into three sections. Section 1 lists 56 books published between 1964 and 1974 that treat the nature and function of geography as an academic discipline. Section 2 lists 98 books published in the last decade that are specifically concerned with the teaching of geography in secondary schools. Section 3 lists 47 journal articles focusing on teaching from Canadian, American, British, and Australian journals published since 1970 which reflect both the principles and the practice of geography. (DE)

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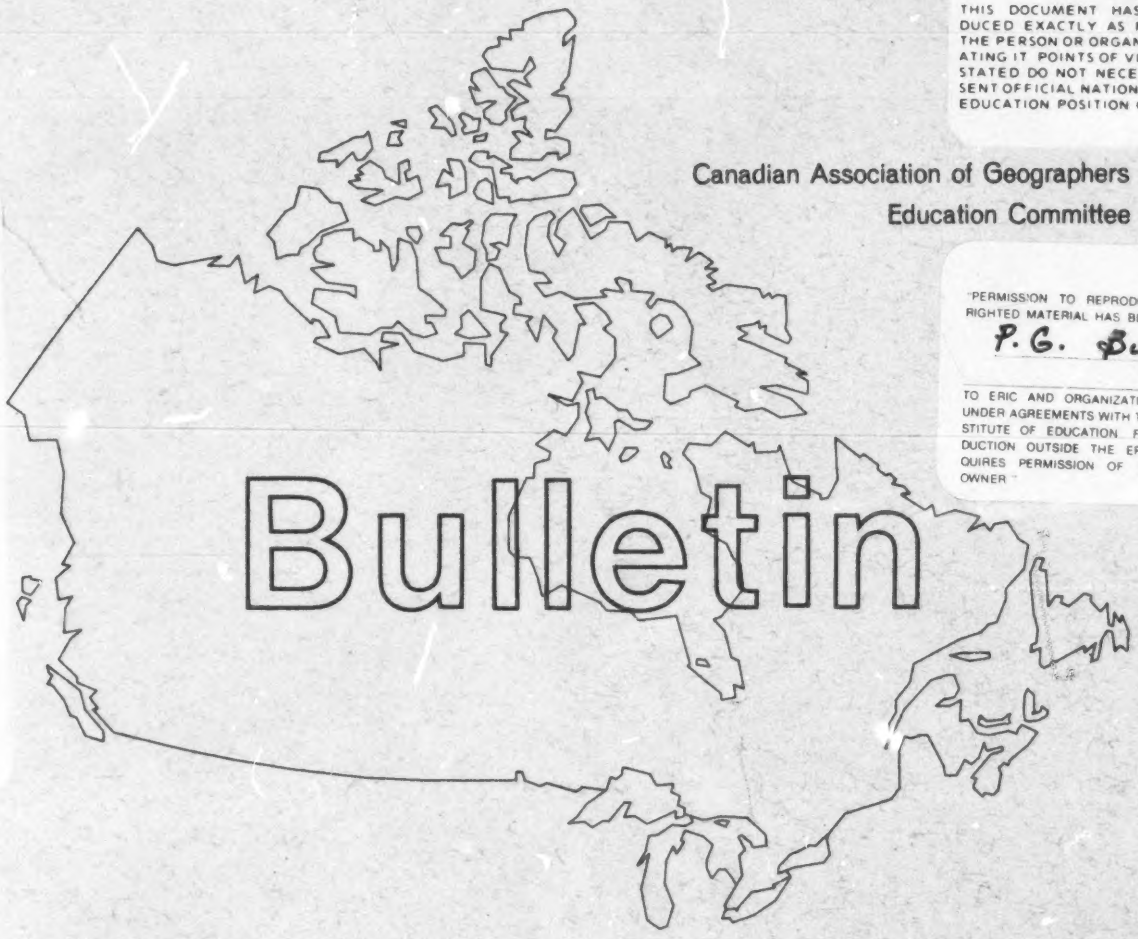

Bulletin

17.

GEOGRAPHY IN EDUCATION

A Bibliography

SP 009 037

compiled by

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GEOGRAPHY IN EDUCATION: A BIBLIOGRAPHY

John H. Wise

PREFACE

It is hoped that this Bibliography will be of use to school principals, heads of geography department, practising and student geography teachers, as well as to others who have interest in or need to ascertain the role of geography in education. Of necessity, the Bibliography is selective. But the selection has been made only after much consideration being given to a wealth of geography-education literature written in the English language.

Part One lists all books published between 1964 and 1974 that appear to be key and/or readable volumes concerned with the nature and function of geography as an academic discipline per se. Two exceptions are the well-known 1939 and 1959 works by Richard Hartshorne.

Part Two comprises all books published in the past decade that are specifically concerned with the teaching of geography, especially in secondary schools. In addition, a few volumes are included that seem invaluable to a geography teacher such as Cartographic Methods or Simulation and Gaming in Education. These have been wholly or partially written by well-qualified geographers. Some of the Part Two volumes defer to a great breadth of geography-education such as those written or edited

by Biddle, Graves, and Scarfe. Other volumes bear titles that are explicitly or implicitly representative of a wide variety of materials and organized experiences which suitably might be employed in geography-education. Thus, volumes with titles such as Geography Through Field-work, Data Collection or Evaluation in Geography come to mind. Several volumes in the field of "social studies" have not been included, even though some defer to geography in schools. In this respect, it is noted that a criterion for inclusion in Part Two is that the author be conversant by academic qualification and personal experience in the teaching of geography in schools.

Part Three is a list of articles published in a variety of Canadian, American, British and Australian journals during the 1970's. (Five exceptions, published between 1967 and 1969, include one by Warman which, reportedly, has been markedly influential in very recent years in the deliberations of at least one Canadian Provincial geography curriculum committee.) The articles have been chosen with such qualities in mind as succinctness, immediate relevancy, controversy, helpfulness, and "readability". In toto, they appear to cover a wide cross-section of matters likely to be extremely useful in the teaching of geography during the next decade or so.

We are reminded that two of the four Chairmen of the International Geographical Union's Commission for Geography in Education are Canadian; namely, Neville V. Scarfe (1952-1956) and Benoit Brouillette (1956-1968 and 1971-1972). In this and in other geography-education matters, Canada can rightly be proud of its contribution. For this reason (and although this Bibliography is one of works in the English language), it would seem

improper to omit some of the memorable references in the French-Canadian language. Thus, for instance, Benoit Brouillette's own bibliography in Didatique- géographie is included.

We are reminded, too, that teaching is an art and that the teacher is the keystone in the educational arch. Upon the teacher rests the final decision regarding the best way that education can be effected in and from his classroom. Like all "the school subjects", geography requires a teacher with vision, sensitivity, understanding and a high sense of professional vocation. In these terms, it is hoped particularly that this Bibliography will be one guide or stimulant to individual endeavours in the teaching of geography and geographical ideas, both inside and outside of the classroom.

Lakehead University, Ontario — John H. Wise
August 28, 1974

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J. H. Wise

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